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Educational Writings

I. RECENT BOOKS FOR HOME ECONOMICS IN HIGH SCHOOLS

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An unusual amount of governmental activity has influenced home economics literature since our review¹ of a year ago. On the strictly educational side both the Bureau of Education and the Federal Board for Vocational Education have brought out material, and for subject-matter the Food Administration publications have of course supplied large quantities of material, partly merely of transient interest, but some of permanent value.

A valuable series of brief "Home Economics Circulars"² has been coming out from the Bureau of Education. Among the most important of these is No. 2, *Current Problems in Home Economics*, which contains the summary of very interesting replies to a questionnaire sent to twenty-five home economics leaders. Among the questions asked were those in regard to duties and qualifications of supervisors, amount of school time needed for home economics, the sewing-machine and the commercial pattern, and the value of practice houses. Some of the replies make decidedly interesting reading, such as the varied list of qualifications desired for a supervisor, varying from physical fitness to scholarly attainment and knowledge of people. Also suggestive are the answers to "What should an eighth-grade girl know?"

Others of these circulars which should especially be mentioned are No. 3, *Home Economics Teaching in Small High Schools*, and No. 4, *Principles and Policies in Home Economics Education*.

The Smith-Hughes act has of course stimulated the writing of numerous articles and pamphlets. *The Second Annual Report of the Federal Board for Vocational Education*,³ the most important of these pamphlets, should be

¹ *School Review*, XXVI (March, 1918), 215.

² Department of the Interior, Bureau of Education, "Home Economics Circulars," Nos. 1-7, 1917 and 1918.

³ *Second Annual Report of the Federal Board for Vocational Education*. Washington: Government Printing Office, 1918. Pp. 172.

available to all teachers whose work is carried on through the use of Smith-Hughes funds or who are training young teachers for Smith-Hughes positions. It contains a clear-cut definition of home economics education as a form of vocational training in contradistinction to general home economics training. It gives a short history of home economics training as it has existed in this country up to date. The main part of the section is an interpretation of principles of home economics education as provided in the Smith-Hughes act. In this discussion all conditions and requirements of the act are clearly stated. This is followed by a short account of home economics work accomplished under the Smith-Hughes act in 1917-18.

Bulletin No. 26¹ of the National Society for Vocational Education also contains a section of especial interest to the teacher of home economics. An article by Mrs. Woolman on the preparation of teachers of home economics gives critical discussion of the purpose of the federal act in training teachers for home economics. Two articles on teacher training which follow serve to bring out definitely some of the important questions confronting the vocational economics teacher.

Many state boards have also brought out special Smith-Hughes bulletins. That for Illinois, *Statement of Plans and Policies*,² was published at Springfield last February.

Other important pedagogical literature includes "Home Economics Studies in Grades Seven to Twelve," a series of four extensive articles by Professors Cooley, Winchell, Spohr, and Miss Marshall in *Teachers College Record*.³ Part I defines home economics and gives its aims and the basic ideas underlying organization. Part II is entitled "Home Economics Studies Based on the 8-4 Plan of Organization"; Part III, "Home Economics Studies Based on the 6-3-3 Plan of Organization"; and Part IV, "Standards by Which to Test Methods; Preparation of Teachers; Availability of Materials for Use in Secondary Schools."

"The aim of this series of articles is to show how household arts studies contribute most effectively to the purposes of the field of secondary education as represented in the statement of its various aims. Certain principles are established and illustrated, but it is not the purpose to offer detailed,

¹ *Problems of Administering the Federal Act for Vocational Education*. National Society for Vocational Education Bulletin No. 26. New York City, 140 West 42d Street, May, 1918

² *Statement of Plans and Policies*. Bulletin No. 1, Board for Vocational Education, State of Illinois, Springfield, 1918.

³ *Teachers College Record*, XIX (March, May, September, 1918), 119-30, 229-58, 369-89.

stereotyped outlines, but rather to allow for *flexibility* based on the principles established. This should stimulate initiative on the part of teachers and principals and lead to experimentation and testing of various methods in this field of education."

TEXTBOOKS AND REFERENCE BOOKS ON FOOD

DOWD, MARY T., and JAMESON, JEAN D. *Food and Its Preparation*. New York: John Wiley & Sons, Inc., 1918. Pp. 167.

This text, designed for use in high-school cooking classes, will meet the needs of the many home economics teachers who prefer, themselves, to divide their material into lessons and to use their own recipes. The book contains chiefly text material, with a few experiments and suggestions for laboratory work at the ends of the chapters. The main emphasis is on the composition and preparation of food, with two chapters on food requirements and meal-planning.

It would seem that more information is given than could possibly be made vital to a high-school class in the time usually allotted to such courses; but it is so well organized, with pertinent paragraph headings, that the teacher who uses it will find it easy to select the parts adapted to her group. On the whole, the book is a distinct contribution to the field of high-school texts.

STEWART, FRANCES ELIZABETH. *Lessons in Cookery*. Book One, *Food Economy*. New York and Chicago: Rand McNally & Co., 1918. Pp. vi+250.

The author states in her preface that this is the first of a series of four books designed primarily for the high-school student of home economics, and that the aim is to "avoid text material and give the subject-matter in the form of laboratory problems." The organization of the book is in accordance with this statement, inasmuch as it is chiefly recipes with suggestions for varying them and many miscellaneous suggestions in regard to their preparation. It hardly gives the clear idea of the principles of food preparation which is desirable in a text for a beginning class in cooking.

Many types of dishes, such as croquettes, escalloped dishes, stews, hashes, sandwiches, are grouped under the heading "complete dishes" on the basis that they contain starch, protein, and fat. This might give the pupil an inaccurate idea of their dietetic value, as no mention is made of the fact that they must be supplemented with mineral foods.

A very good feature of the book is the fact that it is also published in the form of a loose-leaf "filler" for class use. This saves much copying on the

part of the pupils, as the data which they collect can be put directly into their books and the recipes removed for class use. This and the Josserand book reviewed below are the first suggestions which have been so far made that home economics classes might profitably use the loose-leaf books which have "already proved their value in science laboratories."

JOSSERAND, BETH WARNER. *Food Preparation*. A Laboratory Guide and and Note-Book for High School Classes in Domestic Science. Peoria, Ill.: Manual Arts Press. Revised Edition, 1917. Part I, pp. 147; Part II, pp. 142.

This laboratory guide and loose-leaf notebook is published in two volumes for the sake of convenience. It is designed for the use of high-school cooking classes, and is a distinct step in advance so far as economical use of the student's time is concerned. All data as well as answers to questions can be filled in directly, and much copying avoided. The chief disadvantage in using such a book would probably be the fact that very little leeway is allowed in organizing the subject-matter and in placing the desired emphasis. Many teachers prefer to work out their own laboratory outlines rather than to try to adapt a printed set.

The topics included are the same as those found in any textbook of cooking. The form of the material is the new feature.

CRUESS, WILLIAM V. *Home and Farm Food Preservation*. New York: Macmillan, 1918. Pp. xxiv+276. \$1.50.

The subject of food preservation is here considered both theoretically and practically. There is a good discussion of why foods spoil and a general study of the principles underlying food preservation. Particular methods with the possible uses of each are also considered at some length. The last section of the book is devoted to recipes, some of which are of the well-known type while others are more rare. Among the latter are recipes for pickling olives, for preparing and clarifying fruit juices and syrups, and for candying fruits.

The comprehensive bibliography adds much to the usefulness of the book for reference.

ANDREA, A. LOUISE. *Home Canning, Drying and Preserving*. New York: Doubleday, Page & Co., 1918. Pp. xv+150.

This book gives directions for canning all kinds of foods by the one-period cold-pack method. It also contains recipes for making various kinds of preserves, jellies, butters, pickles, and fruit beverages, and has chapters on salting and drying. The book can hardly be considered necessary as a

school reference, since the material it contains has already been covered by government bulletins.¹

SHERMAN, HENRY C. *Chemistry of Food and Nutrition*. New York: Macmillan, Second Edition, 1918. Pp. xiii+454.

The second edition of this book is even more valuable than the first. Large parts have been rewritten and much new material added. Especially interesting are the new chapters, "Antiscorbutic and Antineuritic Properties of Food," "Food in Relation to Growth," and the partly new chapter "Dietary Standards and the Economic Use of Food." The latter gives and discusses the results of Sherman and Gillett's² important dietary study made for the New York Association for Improving the Condition of the Poor. It is especially this study and two others somewhat like it that help the teacher to know with considerable accuracy what is wrong with the dietary habits of many of our people and so to teach with a conviction which she has sometimes lacked. It strengthens her efforts to present the value of milk and vegetables when she knows from quantitative studies how much large sections of our city populations need the teaching and how close to the borderline of safety the lack of these foods brings the calcium and iron of the diet.

JORDAN, EDWIN OAKES. *Food Poisoning*. Chicago: The University of Chicago Press, 1918. Pp. vii+115. \$1.00.

The whole subject of food poisoning is summarized by Dr. Jordan in a non-technical manner in this little volume. It thus furnishes a valuable reference book, since it gives, in compact form, material which is usually found widely scattered.

PARKER, HORATIO NEWTON. *City Milk Supply*. New York: McGraw-Hill Book Co., Inc. Pp. 486. \$4.50.

The author of this volume has been both a health officer and a teacher, and he has produced, as might be hoped from such a combination, a scientific

¹ O. H. BENSON, *Home Canning by the One-Period Cold-Pack Method as Taught to Canning Club Members in the Northern and Western States*, U. S. Department of Agriculture, Farmers' Bulletin 839. Other recent publications on this subject are: *Drying Fruits and Vegetables in the Home*, U. S. Department of Agriculture, Farmers' Bulletin 841; M. E. CRESWELL and O. POWELL, *Home Canning of Fruits and Vegetables as Taught to Canning Club Members in the Southern States*, U. S. Department of Agriculture, Farmers' Bulletin 853; A. L. ROUND and H. L. LANG, *Preservation of Vegetables by Fermentation and Salting*, U. S. Department of Agriculture, Farmers' Bulletin 881.

² See also the full report: H. C. SHERMAN and L. GILLETT, *The Adequacy and Economy of Some City Dietaries*, New York: A.I.C.P., 1917. Two other recent and important studies of food consumption among the very poor are *Food Supply in Families of Limited Means*, by M. M. DAVIS, published by the League for Preventive Work, Boston; and "Cost of Living in the District of Columbia," published in the *Monthly Review*, United States Bureau of Labor Statistics, Nos. 4, 5, 6, 1917. These are all three discussed also in *Food and the War*, United States Food Administration (see review below).

and very readable book dealing with practically every important phase of the milk question. It is a straightforward statement of facts concerning the production, composition, transportation, sanitation, and control of milk. The material is well organized, and the frequent headings in black type make it well suited to be a ready-reference book on milk.

MACNUTT, J. SCOTT. *The Modern Milk Problem*. New York: Macmillan, 1917. Pp. xi+258.

The milk problem with which this book deals is that of supplying the public with a safe clean milk. The author has, therefore, confined his material rather closely to the sanitary phase of the milk question. Milk as a vehicle of disease is considered, with special attention to sources of contamination. The methods of producing and handling clean milk are discussed; and laboratory tests, methods of pasteurization, and standards of grading are included. Finally a plan for the solution of this milk problem is offered in the last chapter.

BROADHURST, JEAN. *Home and Community Hygiene*. Philadelphia: J. B. Lippincott Co., 1918. Pp. xiii+428.

A satisfactory review giving the nature and purpose of this volume of "Lippincott's Home Manuals" is given in the introduction, which is written by C. E. A. Winslow, professor of public health, Yale School of Medicine. "A textbook which covered the whole field of disease prevention and health conservation in an elementary but authoritative way has, however, been much needed. This need Professor Broadhurst has met in the present volume.

"The subject has been approached throughout from the practical standpoint of the homemaker. Problems of engineering and health administration are touched upon lightly, but sufficiently for the uses of the average citizen; while those applications which are of immediate moment in the household are dwelt upon in helpful detail. The book will, therefore, be of special value to the student of household administration and to the student of nursing, who must be expert in his art. In addition to filling the need of a textbook in schools of home economics and nursing, it should have a wide appeal to the general reader who desires familiarity with the principles which govern the management of the living machine and its protection against harmful environmental conditions."

FINCH, V. C., and BAKER, O. E. *Geography of the World's Agriculture*. United States Department of Agriculture: Government Printing Office, 1917. Pp. 149.

This atlas is a remarkable collection of maps showing where the world's chief food supply is grown—the distribution of sugar beets and sugar cane, for instance, in different parts of the world; of wheat and other cereals; of cattle, swine, etc. Each group of maps is preceded by a short discussion of the world's production of the foods under consideration, and all maps are accompanied by statistical charts. The book is an invaluable collection of material, and especially important to teachers now that the war has broadened our interest in food supply as a world problem instead of a local or individual one.

KING, CAROLINE B. *Caroline King's Cook Book*. Boston: Little, Brown & Co., 1918. Pp. xvii+275. \$1.50.

Miss King's method of presentation is excellent and unusual, particularly when she deals with flour mixtures, soups, sauces, salads, icings, and omelets. For each group she has worked out a few basic recipes. These she has elaborated to give a great variety of dishes.

Unfortunately the usefulness of this book for reference is impaired by some erroneous statements that the author has allowed to creep into her theoretical consideration, such, for example, as "salt added to those vegetables which ripen under the surface of the soil, will cause the minerals to escape and make the vegetables tough."

EAST, ANNE MERRITT. *Kitchenette Cookery*. Boston: Little, Brown & Co., 1918. Pp. ix+112. \$1.00.

Kitchenette Cookery is a simple manual for the apartment-dweller preparing food on the very small scale. Its cheerful confidence makes it a pleasant reference both for teacher and for pupil.

CUNIBERTI, JULIA L. *Practical Italian Recipes for American Kitchens*. Washington, D.C.: Julia L. Cuniberti, 2405 First St. N.W., 1918. Pp. 32. \$0.50.

This little book contains unusual and interesting recipes for soups, meat substitutes, and dishes made from left-over meats. Because these recipes are economical they should be of value to all teachers of food work, and because they are Italian they should be of particular value to those in charge of food work in Italian districts.

GREENBAUM, FLORENCE K. *The International Jewish Cook Book*. New York: Bloch Publishing Co., 1918. Pp. xii+419. \$1.50.

Those who are teaching food work in Jewish neighborhoods will find Miss Greenbaum's book very convenient. It contains sixteen hundred recipes which conform to the religious and dietary laws of the Jewish people and gives a set of rules for koshering meat.

WAR BOOKS ON FOOD

Publications on food which the war has brought forth contain much material of permanent value. It is to be hoped that the vivid and important writing of some of these books and pamphlets will not be lost because associated with it is instruction on the use of wheat substitutes and how to win the war by food-saving.

Among the more useful of those may be mentioned: *The Day's Food in War or Peace*.¹ Some of this pamphlet is of transient interest, but the greater part of it is of as great value today as during the wheat shortage. It is made up of brief chapters by some of the greatest nutrition experts in the country, giving in simple terms what each one should know generally about his subject. Lusk contributes the section on "Food for a Day"; McCollum, "Conservation of Fat and Sugar"; Langworthy, "Meat and Meat Substitutes"; Mendel, "Milk and Its Products"; Caroline L. Hunt, "How to Use Fruits and Vegetables"; Ruth Wheeler, "The Children's Food." The pamphlet, though planned originally for women's clubs, is of value for school reading.

Three books² for colleges and schools have been prepared under the direction of the United States Food Administration. It is a very remarkable commentary on the stress which the Food Administration laid on general education work in schools and colleges that all three of these books contain not only, or not even chiefly, propaganda in the usual sense of instruction in the food shortage and the need of food conservation. They emphasize even more the wise choice of food from the nutritional and economic standpoint. It is this fact that will give them value for some time to come.

The first of these books was the course for colleges, *Food and the War*, a revision of the lessons sent out week by week during the second semester of

¹ U. S. Food Administration; U. S. Department of Agriculture; Woman's Committee, Council of National Defense, 1918. Pp. 108.

² U. S. Food Administration with the co-operation of the Department of Agriculture and the Bureau of Education, *Food and the War* (Boston: Houghton Mifflin Co., 1918. Pp. 279. \$0.80); *Food Guide for War Service at Home* (New York: Scribner, 1918. Pp. 62. \$0.25). *Food Saving and Sharing* (New York: Doubleday, Page & Co., 1918. Pp. 102. \$0.24).

last year. It contains material suitable for a survey course in food in colleges or useful for reference in high schools.

The book planned to be used in high schools, *Food Guide for War Service at Home*, is probably more transient in its interest, though it, too, has chapters on protein-rich foods, milk, and vegetables that give teachable nutrition material.

The latest of these three books, *Food Saving and Sharing*, "for the older children," was published after the armistice. It was written by Eva March Tappan, Alice P. Norton, and others. The first half of it, delightfully written, is on "What Kinds of Food Ought One to Eat?"—a teachable and interesting presentation of Langworthy's five food groups, giving material that we wish every child to know. The five booths to which the child goes marketing for his food recall the Chicago Patriotic Food Show of a year ago. "Milk is useful in so many ways that it might almost be put in every booth." The latter half of this book is more distinctly food-saving—plans for the future and a survey of the past months. Chapter headings are "Hungry Europe," "What We Did about It," "What We Have Yet to Do." This part is less simply and attractively written, but contains much of importance.

CLOTHING AND HOUSEHOLD ART

RHOE, MARY JANE. *The Dress You Wear and How to Make It*. New York: Putman, 1918. Pp. xiv+173. \$1.50.

This book was written for use in evening and vocational schools. It contains a certain amount of accurate, reliable information which has been organized in no logical sequence whatever. A fair example of the lack of relation between points discussed is the following collection of headings in one chapter: "Combining Colors," "Putting Canvas in Front of Coat," "Miscellaneous," "About Basting," "About Cleaning Black Silk." Each chapter is followed by questions. The form of these questions shows the writer to be unfamiliar with the pedagogical principles governing questioning. An outline for lessons covering a period of nine months is included. These lessons consist chiefly of directions for making samplers and verbal descriptions of methods of making stitches. Here again the writer shows lack of familiarity with most recently approved principles of teaching sewing.

TURNER, ANNABEL H. *Sewing and Textiles*. New York: D. Appleton & Co., 1918. \$1.75. \$1.88 by mail.

This book is intended for use by the teacher who has had little training or experience. It is also meant as a textbook in grade schools or rural high

schools. The purpose has been accomplished with a considerable degree of success. The material covers a wide range, but is organized in a logical and compact fashion. It is written in such a way as to be comprehended by the grammar-grade child.

It includes directions for stitches and constructive processes. The directions are clear, although some of the accompanying illustrations are confusing. Suggestions for problems permitting the application of the stitches and constructive principles are also included. In the discussion of textiles equal emphasis is placed on the early history of the textile industry, textile manufacture, and methods of testing for adulteration. Important, well-taken points are discussed in chapters on the use of the sewing-machine, laundry problems, and the hygiene and appropriateness of clothing.

TRAPHAGEN, ETHEL. *Costume Design and Illustration*. New York: John Wiley & Sons, Inc., 1918. Pp. ix+145. \$2.50.

As the preface indicates, the book is suited to "vocational and industrial schools," and its instruction is for professional costume illustrators and designers. However, chapter iv, on "Color," should prove very helpful as reference material for either high-school pupils or their instructors, since it states very definitely the generally accepted color theory and rules for color harmonies. Likewise chapter v, on "Design," contains useful suggestions for the clothing of stout and slender types, and a clear discussion of hats.

PICKEN, MARY BROOKS. *The Secrets of Distinctive Dress*. Scranton, Pa.: International Textbook Press. Pp. vii+221. \$2.00.

This book is not organized as a textbook, but will be welcomed in the teacher's library and will serve a good purpose on the reference shelf for both high-school and college pupils. Its popular form should make it readable and enjoyable as well as instructive for the average woman out of school.

In its 230 pages the book fulfils the expressed purpose of the author to "help you to see in dress beauty that you have not been able to see before" and "to give instruction in the whys and wherefores of individually becoming dress." The chapter on "Appropriate Dress" deserves special mention because of the thoroughness of the discussion, the wealth of examples given, and the very helpful tables which suggest proper costumes for typical purposes through the various seasons.

KISSELL, MARY LOIS. *Yarn and Cloth Making*. New York: Macmillan, 1918. Pp. xxvii+252. \$1.60.

This book is intended as a textbook for use in colleges and normal schools, but it is sufficiently flexible in arrangement to be useful for reference in secondary schools. The book is divided into two parts, "Yarn Making" and "Cloth Making," each of which discusses the various types of processes with considerable mechanical detail and many interesting illustrations. The economic gains in passing from methods of ancient times to those of today are also considered. The author discourages "exclusive fabric study," and instead of starting with a study of the finished product she approaches textiles and finished garments through a historical discussion of textile manufacture.

WEINBERG, LOUIS. *Color in Everyday Life*. New York: Morris Yard & Co., 1918. \$2.50.

This book is a valuable reference book to the household arts teacher; first, because of its unusually clear statement of color theory and color principles; secondly, because of its original interpretation of the theory and principles; thirdly, because of its suggestive application of them to dress, and to household furnishing as well as to many phases of vocational work. In the first chapter in the book Mr. Weinberg gives some of the main uses of color in everyday life in such a way as to show the need of some technical knowledge of color and to arouse interest in this type of knowledge. In chapters ii, iii, and iv he follows with a very interesting informal presentation of the main points of color theory and principles under the heads of a "Discussion of the Physiological Effects of Color," "Choosing a Color Combination," and "The Art of Color Arrangement." With this background chapter iv discusses "Color in Dress"; chapter v, "Color in the Home"; chapter vi, "Color in Business." All of this material is practical, interestingly stated, and accompanied by suggestive diagrams and illustrations. After this follows a fuller discussion of the theory of color in which the main physical facts relating to color are thoroughly stated. The plan of following application of color to home, costume, and other phases of work by more scientific material seems particularly clever because through these chapters on application interest has been aroused in color for its own sake, and the reader is eager to go deeper into the science of it. The chapters following are quite as valuable and interesting and deal with color harmony as such and with several types of color schemes. This is one of the few books that really tells

how to use color in a way that anybody can understand. This clarity and definiteness are its most valuable qualities.

ROLFE, AMY L. *Interior Decoration for the Small Home*. New York: Macmillan, 1918. Pp. xx+151. \$1.25.

This is probably the best high-school text of its kind—first, because it covers its field quite completely, and, secondly, because the space allotted to the various topics is well balanced. The discussions are so brief that supplementary reading is desirable, and to meet this need the author lists at the end of each chapter the books to be consulted, with definite assignments to topics, chapters, and pages.

BOOKS ON HOUSEHOLD BUSINESS

TABER, C. W. *The Business of the Household*. Philadelphia: J. B. Lippincott Co., 1918. Pp. xii+438.

The Business of the Household presents a rather detailed treatment of the household budget and other financial and business matters involved in running a home. The home economics teacher will find in this book much valuable and accurate information which she has often wished for and which has never before been put into convenient form. The discussion of sound financial principles upon which to build a home and of the financial relation between husband and wife is presented from a wholesome point of view in a vigorous and effective manner. Other topics treated in the first part of the book are the use of a bank account, methods of keeping household accounts, and the basis for apportioning the income through a family budget. The section on the function of credit in household finance contains an interesting treatment of the "pay-cash" idea.

The following chapter headings give an idea of the scope of Parts II and III, "Factors in the Family Budget": "Rent," "Fuel," "Taxes," "Insurance," "Food and Marketing," "Clothing," "The Household Working Equipment," "Service," "Savings and Methods in Saving," "Cultural Wants in the Family Budget." In Part IV is presented the legal and business status of the family, including such topics as laws which affect the family and real estate titles and transactions. The topics are developed in a thorough manner with the exception of food and clothing. This is of course due to the fact that these subjects are treated more fully in other courses in home economics, whereas such subjects as electric light and power, gas, taxes, and insurance are not likely to be discussed in other connections.

Although the book is not adapted for use as a high-school text, it could be used very profitably as a reference book to which the students might go for information along the lines mentioned above.

CRANDELL, J. CHESTER, and CRANDELL, MERCY FRYE. *A Manual of Household Accounts*. Boston: Whitcomb & Barrows, 1917. Pp. 24+ unpagged account book.

Unlike other household account books on the market, this one emphasizes the methods used in business bookkeeping, especially in regard to the records of all income and expenditures, whether in the form of cash, credit, or changing values. Although rather difficult for the high-school student, to the teacher of household accounting it is suggestive.

LEEDS, JOHN B. *The Household Budget*. Philadelphia: John B. Leeds, 1917. Pp. 246.

The aim of the author is to show that the activities of the housewife are "essentially productive." To this end he has collected, by means of a questionnaire, information regarding the amount and kind of work done by housewives. Various methods of evaluating women's household work are considered, with the conclusion that the best method is the same as that used for any other worker—what she would have to pay to obtain someone else to do the same work, or what she could obtain if she hired out to someone else as an employee. A revised household budget is worked out on the basis of the total income including the estimated value of the housewife's services. The percentage of the income spent on each item shows not only the actual money which that phase of homemaking demands, but also the time of the housewife estimated in money.

The latter part of the book is given over to a survey of the writings of economists on the subject of the economic value of women's work.

The Household Budget is the first book to develop the point of view of the "economic value" of women's work to any great degree. Today when the subject of the value of women's work in industry is receiving so much attention, this contribution should be especially interesting to every home economics teacher who wishes to keep in touch with the trend of the times.

HUGHES, DORA MORRELL. *Thrift in the Household*. Boston: Lothrop, Lee & Shepard Co., 1918. Pp. 288.

The home economics teacher who is on the alert for concrete suggestions for practicing thrift will find it worth her time to go through this book. It

represents the practical experience of a housekeeper and is very suggestive although rather rambling in its organization and somewhat inaccurate in places (p. 157, "Dietists claim a wholesomeness for the vegetable oils that is lacking to animal oils.")

WELLMAN, MABEL T. *Economy in Food*. Boston: Little, Brown & Co., 1918. Pp. 36.

Unlike many books on "economical" food, this one is true to its title and lays emphasis wholly on economical methods of buying and storing food and of planning meals. A few recipes using typical cheap foods and a table showing relative costs of 100-calorie portions are included. On the whole it is an excellent response to the need of the times. The organization is good, with clear paragraph headings which make it especially adapted to use in high schools. The book contains only 35 pages and might be considered a supplement to the high-school text *Food Study* by the same author.

KEENE, E. S. *Mechanics of the Household*. New York: McGraw-Hill Book Co., Inc., 1918. Pp. x+391.

The author treats the various mechanisms of the household in an interesting and unique manner. The subject-matter includes the various kinds of heating plants, their management, special advantages of each kind, plumbing, water supply, humidity and ventilation, various kinds of fuels, electricity and its application to household use.

The subjects are treated scientifically without being too technical for the average person. The treatment of heating systems, together with that of humidity and ventilation, is especially thorough and clear. The book merits the careful consideration of the teachers of house planning and of household physics, and of intelligent housekeepers who desire greater efficiency and economy in management of household mechanisms.

BALDERSTON, L. RAY. *Housewifery*. Lippincott's Home Manuals. Philadelphia: J. B. Lippincott, 1918. Pp. 353. \$2.00.

All home economics teachers who have taught housewifery know how extremely difficult it is to find authoritative and up-to-date material along this line. To them Miss Balderston's book will be most welcome. The full bibliographies at the end of each chapter should also be helpful.

The greater part of the volume is given over to the subjects usually associated with the term housewifery, such as working equipment, labor-

saving appliances, methods of cleaning and renovating, disinfectants, fumigants, and household pests. The chapter on storage of all kinds from vegetables to sporting goods shows keen appreciation of this very important problem of the housewife. It would seem that some of the material included under household furnishing belongs more directly in a book on house planning and furnishing.

II. BOOK NOTES AND REVIEWS¹

*A discussion of liberal and vocational studies in the colleges.*²—The discussion as to the relation of liberal and vocational studies has been for some time a bitter partisan controversy. The ultra-protagonists of the liberal studies would eliminate all vocational studies, while those of the latter would have nothing to do with the liberal studies; in fact, the radicals have seen no relation of the two types of studies in a program of higher education.

A recent paper should do much to lessen the ambiguity, confusion, and partisanship which have so often characterized discussion of the subject. In this paper Professor Stuart holds no brief for either type of study to the exclusion of the other. He states his thesis as follows: "Our present age being one of social idealism and of increasing application of the resources of nature to human ends, it is essential that our ideal of education and of personal culture should embody, in close and well-balanced co-operation, the liberal and the vocational elements." Vocational studies, he says, supply a knowledge of or about the means and machinery of life, and the liberal studies supply a direct and immediate acquaintance with the characteristic interests and experiences of life. Both, he states, are necessary. This paper is especially recommended to the partisans of the vocational or liberal studies.

*A series of commencement orations and baccalaureate sermons.*³—The titles of twelve discourses of general and educational interest are: "Faith, Hope and Charity"; "Vocations and Avocations"; "Why Is a Seminary?"; "The Institutional Church"; "The Chemistry of Souls"; "Privilege of the Strong"; "Opening the Book"; "Sincere without Offense"; "Following in His Steps"; "The Unmaking of a Man." These twelve commencement

¹ The first four of the following reviews were written by W. G. Reeder, Fellow in Education, University of Chicago. The remaining ones were prepared by the editor of this department.

² HENRY WALDGRAVE STUART, *Liberal and Vocational Studies in the College*. Stanford University, California: Published by the University. Pp. 72. \$0.75.

³ DAVID M. STEELE, *Addresses and Sermons to Students*. New York City: Putman. Pp. ix+257. \$1.50.